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ABSTRACT

The Salem Teacher Education Model (STEM) is a cooperative endeavor by Salem College, West Virginia, in partnership with the Harrison County Teacher Education Center and four West Virginia Public School Systems to design the best possible educational opportunities for pre-student teachers, student teachers, and teachers in West Virginia. STEM was designed to contribute toward a solution of the recruitment-retention problem, to utilize and maximize the talents of the students, and to build a more comprehensive teacher education program. The curriculum design is a totally modular, professional, laboratory- and field-oriented model encompassing a complete preservice screening device, cocurricular minimodular experiences, and an accountability instrument for evaluation purposes. The objectives of the program can be placed in four goal categories: (a) providing diagnostic, laboratory, field, and clinical experiences for the pre-student teacher with emphasis on the practical aspects of teaching; (b) providing preservice experiences for the student teacher with emphasis on experimental and innovative programs; (c) encouraging personal enrichment through a series of intermittent miniclinical experiences; (d) following through in a program that consists of a component to help new teachers face and solve beginning teacher problems; and (e) providing a school services program for cooperating school systems emphasizing skill development for public school teachers. (Author/HMD)

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THE STEM PROJECT

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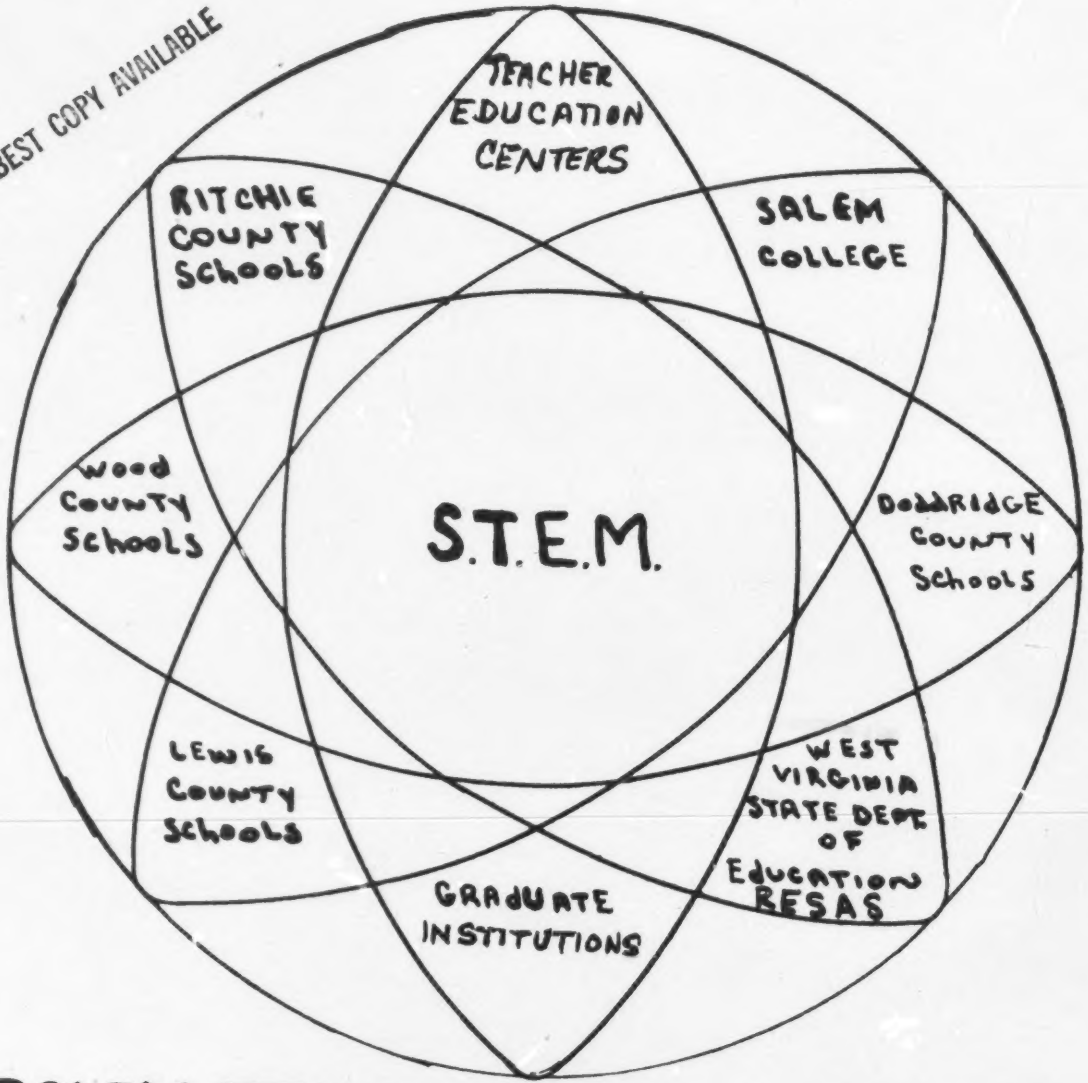

SALEM TEACHER EDUCATION MODEL

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Introduction: A Rationale

Within the last year, because of enrollment difficuties and a desire of the college to grow and continue its role in higher education in West Virginia and the nation, the Board of Trustees of Salem, its administrative staff and its faculty have committed themselves to the recruitment and retention of students. As a consequence, members of the Department of Education, with the approval and support of the Administration, have embarked upon the development of a Teacher Education Model which would, not only accentuate recruitment and retention, but continue to build upon the excellence of the existing programs. As envisioned, the Model demonstrates the dedicated contributions which have been made in the past by members of the Teacher Education Faculty.

This tentative model, which will hopefully lead to a full-fledged Teacher Education Program, attempts to improve our professional sequence in light of the State Department of Education's recommendations. The Salem Teacher Education Model (STEM) is designed to contribute toward a solution of the recruitment-retention problem, to utilize and to maximize the talents of our staff, to underscore the excellence of existing programs, and to build a more complete and comprehensive teacher education preparation. STEM challenges us to keep pace with new issues and emerging national trends in education. It is a curriculum design innovative in nature and creative in concept. No other institution in West Virginia has such a total modular, professional laboratory and field-oriented model encompassing the Freshman Year through the First Year of Teaching - from orientation to teaching to follow-through and evaluation in the beginning years of the profession.

What follows then is a comprehensive master plan for curriculum improvement, implementation, and evaluation of Teacher Education at Salem College. It requires your discussion and critique. Only with the cooperation and positive attitude of all members of the Teacher Education faculty can this dream be realized.

John K. Spurr

Gary L. McAllister

A GLOSSARY

DEFINITION OF TERMS

1. ACCREDITING STANDARDS - The minimum requirements which will be fulfilled by the college to be accredited by any teacher education accrediting association.
2. ACTIVITY - A co-curricular professional clinical experiences either related to a professional course or designed to enrich or embrace the professional sequence.
3. ADVANCE PLACEMENT - The opportunity for local high school seniors to take college level courses for college credit in the basic tool subject.
4. CERTIFICATION STANDARDS - The minimum requirements set by the state department of education needed to be fulfilled by the teacher education candidate.
5. CO-CURRICULAR - Activities and related curricular programs designed to enrich the regular sequence of professional curriculum courses.
6. COLLEGE AIDE - A prospective teacher in a pre-student teaching clinical field experience which is more comprehensive than that of a tutor.
7. COLLEGE SUPERVISOR - A person employed by a college to work with cooperating teachers and prospective teachers in the field.
8. CO-MOD - A related, adjunctive diagnostic, field or laboratory, or clinical experience to a mod.
9. COMPONENT - An experential sub-unit of a mod.
10. CONSULTING SERVICE - One of the school services provided to the public schools for department-wide, school-wide, or system-wide curriculum and instruction improvement.
11. CONTINUING EDUCATION - A series of seminars, workshops, courses and other educational opportunities for local county teachers.
12. CO-OPERATING TEACHER - Regularly employed public or private school teacher (Elementary, Secondary or Special Education) who works with prospective teachers and provides observation and supervision of these teachers.
13. CURRICULUM AND INSTRUCTION - A series of courses usually sequentially designed to be completed by the prospective teacher and with utilization of teaching techniques and approaches within the curriculum design.
14. DIAGNOSIS-GUIDANCE - Evaluation procedures and practices which are an integral part of a foundations program practices and other professional courses in the model.
15. DIRECTOR OF LABORATORY AND FIELD EXPERIENCES - The individual employed by the college to develop, coordinate, operate, and evaluate professional sequential activities which are either a part of the formalized course structure or co-curricular in nature.
16. EVALUATION - A diagnostic series of procedures utilized to screen prospective teachers and providing a positive practice of self-improvement experiences.
17. EXTENSION - Off-campus courses offered by the college. Undergraduate in nature for teacher renewal or of a special topic such as offered at the Clarksburg Center or advanced courses for high school seniors.
18. FIELD AND LABORATORY EXPERIENCES - A series of enrichment activities designed to enhance professional learning opportunities for the prospective teacher.
19. FOLLOW-THROUGH - An inclusive program of follow-up and multi-school services for public schools and the college's first year teachers.
20. FOLLOW-UP - A series of diagnostic evaluations for first year teachers to screen themselves and be evaluated by their administrators.
21. FOUNDATIONS - A positive remedial program for teacher candidates to make up deficiencies and improve their potentialities.
22. GRANT - Financial support of a professional experimental innovative program designed to improve the curriculum which may be provided by the college, government or a foundation.

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23. HONORARIUM The financial compensation given to cooperating teachers and administrators for working with prospective teachers.
24. IN-SERVICE - Credit or non-credit activities designed to affect attitudes and behaviors of teachers while employed in a school system.
25. INSTRUCTOR'S AIDE - A prospective teacher in a junior-year pre-student teaching field experience which engages the candidate as a aide to a department professor on campus or in a foundation program.
26. LABORATORY ASSISTANT - A prospective teacher in a pre-student clinical experience in the field which is more comprehensive than that of a college aide.
27. LEARNING DISABILITY - Awareness- A co-curricular activity designed for all prospective teachers in order that they may be able to recognize, evaluate and refer learning disabilities.
28. MEDIA SERVICE AND EDUCATION - One of the school services provided to the public schools for continuing education opportunities for cooperating and other classroom teachers.
29. MICRO-SIMULATED TEACHING - A mini lesson approach to simulating actual teaching situations in the classroom.
30. MINI CLINICAL EXPERIENCE - A mini-mod one to six weeks in duration designed to emphasize some special topic of awareness needed by teacher candidates.
31. MINI-MOD - A one to six week intermittent experience.
32. MODEL - A comprehensive design scheme which encompasses all professional sequential courses and co-related field and laboratory experiences in teacher education.
33. MODEL SCHOOL - A county public school building used by the college for both pre-student teaching and student-teaching experiences.
34. MOD - A particular individual professional course or diagnostic, field, laboratory or clinical experience.
35. MODULE - A semester or year's instructional package designed for a prospective teacher containing both courses and field experiences.
36. NORTH CENTRAL ACCREDITING ASSOCIATION - An accrediting association established to evaluate by standards the secondary schools and colleges in North Central United States. Salem College is a member of the association.
37. OBSERVATION-ORIENTATION - A phase of pre service education which precedes active participation in student teaching.
38. ON-CAMPUS EXPERIENCE - A possible service given by the college to participating school systems for continuing education possibilities.
39. PARTICIPATING SCHOOL ADMINISTRATORS - The model school building principal who is responsible for the over-all orientation and supervision of pre and student teachers.
40. PARTICIPATING SCHOOL SYSTEM - A public or private school system participating in the college's teacher education program for pre-student teachers and student teachers.
41. POST ANALYSIS - On evaluative experience following senior student-teaching including self-evaluation and group diagnosis.
42. PRE SERVICE - Term used to denote the undergraduate teacher education program (courses and experiences).
43. PRE-STUDENT-TEACHER - A term used to describe an individual engaged in prior student teaching experiences.
44. PROFESSIONAL FIELD EXPERIENCE AGREEMENT - The contractual agreement between the college and the counties stipulating experiences provided and honorariums given to each other.

45. PROFESSIONAL OBJECTIVES - Goal-areas to which any professional programs attempts to progress; realistically attainable competencies.
46. PROFESSIONAL SEQUENCE - A series of undergraduate professional courses with related field and laboratory experiences completed by all teacher candidates in an institution of higher education.
47. PROFESSIONAL SEMESTER - A group of professional courses taken by the professional teacher as a "capstone" before student-teaching including methods, guidance and adjustment courses.
48. PROGRAM DEVELOPMENT - A continual evaluation of curriculum and development of plans to improve curricular designs.
49. PROSPECTIVE TEACHER - An undergraduate candidate of teacher education who studies teaching and experiences teaching in a sequence of professional events.
50. RECRUITMENT - An intensive program designed to recruit new candidates for education.
51. RESA - (REGIONAL EDUCATION SERVICE AGENCY) - A state department of education's organizational design through which the state provides multi-educational services to public school systems.
52. RETENTION - A positive program of self-improvement established to retain students and make them successful graduates with their potentialities emphasized and their deficiencies improved.
53. ROLE PLAYING - A teaching technique utilized during the professional courses and experiences which simulate the realities of teaching and some of the problems encountered.
54. SCREENING - Evaluation procedures and practices which screen prospective teachers discerning a candidates deficiencies and providing a program of self-improvement based upon his potentialities.
55. SEMINAR - An informal discussion technique which could be used in the supervision of student-teachers or in-service education of teachers.
56. SEMINAR CLINICAL SUPERVISION - An approach to the supervision of student teachers which emphasizes seminars, and clinics for student teachers and close communicating with supervisors in the schools.
57. SEPTEMBER EXPERIENCE - An "opening-day" of school program for junior pre-student teachers designed to familiarize prospective teachers with the problems, atmosphere, and clerical duties of a teacher.
58. SERVICE PROGRAM PERSONNEL - College faculty and special staff willing to participate in school systems involved in teacher education.
59. SPECIAL SCHOOL SERVICES - As part of the "Follow-Through" Program, these services are provided by the college, to participating school systems involved in the college's teacher education sequence.
60. STATE DEPARTMENT SPECIALISTS - Visiting consultants from the state department of education which might be enlisted to assist the college's participating school systems.
61. STUDENT TEACHER - A senior prospective teacher who has completed all requirements except student-teaching for graduation and certification for teaching.
62. TEACHER EDUCATION - A sequence of professional courses and related activities (curricular or co-curricular) which a teacher candidate completes in order to be qualified and certified as a teacher.
63. TEACHER EDUCATION CENTER - Cooperative endeavor activities between county-schools, the state department of education and college to provide professional experiences for a prospective teacher, i.e. Harrison County Teacher Education Center.
64. TEAM TEACHING - An approach to teaching the professional courses using differentiated staff, and large group-small group instruction.

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65. TUTOR - A prospective engaged in a clinical field experience of a tutorial nature working in a one-to-one or small group setting.
66. VIEDO-TAPING TECHNIQUES - A feedback analysis method of evaluating via viedo-tape min-lessons taught by prospective teachers.
67. WORKSHOP - A formal instructional/demonstration technique utilized with cooperating teachers in in-service and supervision.
68. YOUTH-AIDE - A freshman prospective teacher engaged in a field experience with a youth community group observing and participating as a part of his orientation to teacher education.

THE SALEM TEACHER EDUCATION MODEL : STEM

A MODULAR FOLLOW-THROUGH APPROACH WITHIN A

FIELD-LABORATORY EXPERIENCE MODEL

I. THE PHILOSOPHY AND INTENT OF THE MODEL

The Salem Teacher Education Model (STEM) is a proposed cooperative endeavor by Salem College in partnership with the Harrison County Teacher Education Center and four other Central West Virginia Public School Systems (Lewis, Doddridge, Ritchie, and Wood Counties) to design the best teacher preparation and continuing education experiences possible for pre-student teachers, student teachers and teachers in Central West Virginia. The Model through collaborative efforts will emerge into a full partnership in teacher education. (See Appendix I, Figure I)

The development of the Model will be built from a reciprocal relationship as its foundation. Having a service orientation, the Model will provide varied educational services for both Salem College and the five participating school systems. Salem College will have the advantage of placing its student teachers primarily in the HCTEC schools for pre-student teaching experiences and student teaching. However, the Model provides for possible placement of pre-student teachers and student teachers for specialized fields in other counties. Model schools will benefit from the desire of Salem College to assist in the development of proposed special school services such as curriculum consultation, workshops, seminars, in-service education for cooperating teachers, undergraduate renewal courses, possible graduate work in cooperation with the state's graduate schools, and a multi-media education service for teachers. Reciprocally, the counties may provide and enhance recruitment opportunities for the college. Continuing education and the follow-up programs for recently-graduated beginning teachers will be essential parts of the Model's services for improving the competencies of teachers. Thus, the Model proposes opportunities for innovative teaching-learning situations caused not only by the very nature of the prospective teachers' enthusiasm, desire, and professional preparation, but also by the Model's intent to enhance these learning situations as designed especially

for multi-school services and in service programs for the participating public school systems.

The objectives of the Model are multi-dimensional in nature and correlate with proposed Model functions. Basically, the proposed general functions of the Model can be categorized into four major goal-areas:

I. Providing diagnostic, laboratory, field, and mini-clinical, experiences for the pre-student teacher with emphasis on the practical aspects of teaching.

II. Providing pre-service experiences for the student teacher with emphasis on experimental and innovative programs.

III. Improving the skills of cooperating teachers in a continuing education situation provided by establishing a clinical-seminar approach to the supervision of student teaching emphasizing close communication between the college supervisor, the cooperating teacher and the student teacher.

IV. Developing Follow-Through Program to enhance teacher education in central West Virginia and provide recruitment opportunities for the College. (See Appendix I, Figure IV)

The Follow-Through Program may consist of two important aspects:

A. Developing a Follow-Up Program to help new teachers face and solve beginning teacher problems.
   1. Self-evaluation instruments (Competency-based)
   2. Administrative evaluations of new teachers
   3. Contact and information
   4. Research and literature dissemination
   5. Job opportunity information
   6. Graduate school possibilities
   7. Personal consultation and seminar where feasible
   8. Media and library assistance when feasible

B. Providing Special School Services for the cooperating school systems emphasizing skill development for public school teachers.
   1. Curriculum consulting
   2. Multi-media educational service
   3. Undergraduate renewal courses

4. Seminars and workshops to up-grade teacher competencies in new teaching methods.
5. Possible graduate work opportunities for teachers in cooperation with the state's graduate schools. (West Virginia University and the West Virginia College of Graduate Studies)
6. Interlibrary loan services
7. Speaker's bureau
8. Research and literature dissemination
9. Securing consultants
10. On-campus experiences

II. MODEL FUNCTIONS

The Model, representing a cooperative multi-county approach to teacher preparation and continuing education, must share in the responsibilities of carrying out the varied functions of this program. The Salem Teacher Education Model (STEM) is designed for the purpose of coordinating a program of pre-service and in-service educational experiences within the elementary and secondary schools of a five county region in central West Virginia, and to provide better opportunities in the areas of pre-service, in-service, follow-up, continuing education, and special school services for the participating public school systems. Salem College will have the general responsibility for all appropriate matters pertaining to the above-mentioned areas with recommendations from an Advisory Committee. (See Appendix I, Figures III, IV)

The primary functions of the Salem Teacher Education Model (STEM) will be as follows:

1. To serve as a center for the assignment of all pre-student teachers and student teachers placed within the public schools and responsibility for their supervision.
2. To identify and enlist the services of qualified co-operating teacher for pre-student teachers and student teachers.
3. To promote the professional growth of Central West Virginia teachers by providing in-service education and continuing educational programs designed not only to acquaint them with the role and responsibility of a teacher but also to improve

their competencies in curriculum development and instructional methods. Administrative and other staff personnel may be involved in such a general program of improvement.

4. To motivate and encourage experimentation in the pre-student teacher modules and in student teaching through diagnostic, laboratory, field and other clinical experiences such as: a foundational retention program, a teacher education orientation, a youth aide experience, a tutorial activity, a college aide program, an instructional aide and laboratory assistance experience, and a clinical-seminar approach to the supervision of student teaching. Also these intermittent mini-clinical experiences would enhance the more formalized structure of professional sequences: professional organization awareness, media utilization education, learning disabilities and special education awareness, observation techniques and orientation during the professional semester, a professional semester and a complete post-analysis of student teaching. (See Appendix I, Figure VII)
5. To serve as a center for research about new trends and novel arrangements in teaching, instructional techniques and curriculum plans.
6. To develop a continuing educational contact known as Follow-Up for the new teacher through dissemination of evaluation information, research and literature, self-evaluation instruments, and feedback. Problems facing the beginning teacher would be ascertained and possible solutions suggested. Graduate possibilities for further study, other employment opportunities and renewal programs may be encouraged. When and where possible, personal consultation and seminars may be used.
7. To promote a prior student teaching experience between the junior and senior year which would give the prospective teacher an opportunity to observe and participate in the opening of school. This experience would be in local schools of the five-mentioned counties. It shall be known as "The September Experience."
8. To function as a "service-oriented" center, Salem College will sponsor special school services which may include: curriculum

consultants for initiating and developing innovative curriculum plans that are department-wide, school-wide, or system-wide; utilization of a media-service by the prospective teachers and regular classroom teachers; possible on-campus experiences for cooperating teachers, advanced placement courses for gifted local high school students, additional course offerings both undergraduate through Salem College and graduate through the state's graduate schools for renewal purposes and master's degree requirements; and research dissemination. In turn the public schools may provide placement and necessary recruitment opportunities.

III. THE SCREENING DEVICE: PROCEDURES AND PROCESS.

Within an emphasis on retention and improvement-building, the Salem Teacher Education Model (STEM) has built into it a comprehensive and inclusive screening device. As a prospective teacher proceeds throughout the STEM he will have ample opportunities, not only to be evaluated and aided in developing a self-improvement program, but to self-evaluate himself. Any competency-deficiencies will be improved and his potentialities and strong areas emphasized to aid him in accomplishing his goal to become a good teacher. The Department of Education recognizing the high standards required of a teacher, has committed itself to a quality program of retention and self-individual improvement. The Department is in the business of making prospective teachers successes not failures. Competency-based instruments are being developed for utilization.

This Screening procedure and process begins in the Freshman year with orientation and diagnosis into the Sophomore Year with emphasis screening, retention and referral, continuing in the Junior Year with further analysis and admission requirements, culminating in the Senior Year with personal adjustments as a result of evaluation by professional personnel of the college and the public schools and with self and administrative follow-up evaluation by the new beginning teacher and his administrator.

The Screening Process can best be discerned by examining the screening procedures built into the Salem Teacher Education Model's (STEM) five Modules namely: (See Appendix I, Figures V and VI)

Module I - Orientation and Diagnosis

In this Freshman Year Module, the prospective teacher will be provided an opportunity to be oriented to the profession of teaching. Education I - Orientation to Teacher Education and its related activity,

the Youth Aide Program, emphasizes diagnosis, guidance, and improvement by examining the teacher as a person. Speech and hearing analysis, reading, writing, and personality assessment, health status and academic potential are accentuated. Candidates that are tested and proven to be possible prospects for teaching participate in a 12 week activity, known as the Youth Aide Program which begins a series of professional laboratory and field experiences. Those who have certain weaknesses may be screened into a self-improvement program known as the "Foundations Program." The Foundations Program will consist of four phases: (1) additional testing and diagnosis by trained personnel, (2) tutoring on a one to one basis by teacher trainees and others, (3) possible special sections taught by the proper departmental faculty in mathematics, science or biology, English, social studies and remedial reading, (4) periodical evaluation by staff. The unique aspect of foundations is its flexibility. A student can progress out of foundations or be recommended into the program at any time during his years at Salem. This Module will be competency-based.

Module II - Screening, Retention, Referral

This Sophomore Year Module is comprised of three distinct elements: First, in Education 71 and Education 72 the professors will provide some time for testing, evaluating and referring prospective teachers to the foundations program or to progress on through the Model. Secondly, in the related activities (the Tutor Program in Education 71 and the College Aide Program in Education 72) the candidate for teaching can either be assigned to the public schools for evaluation by school and community persons or be given an opportunity to aid others in the Foundations Program or perhaps become a Foundation Student if necessary. Thirdly, this module upon completion, requires the prospective teacher to be competently admitted to Teacher Education. The requirements would include: 2.0 overall average, 2.0 English, 2.0 in Education, completion of 58 hours, 2.0 major, and recommendations from the student's major advisor, Education 71 and 72 instructors, a department professor, the Education Chairman, the Dean of Students (Guidance personnel) and the Director of Laboratory and Field Experiences. The recommendations would be based upon these affective criteria: appearance, health, voice and English usage, judgement, poise, Tine test, character and integrity. These recommendations would be processed by the office of Laboratory and Field Experiences. Other performance-based criteria will be utilized by this office.

Module III- Screening, Analysis, and Admission

This Junior Year Module comprises four screening procedures within its structure. These four processes may be delineated as follows:

(1) Education 164 and Education 156 laboratory experiences, the Instructor's Aide Program in secondary and the Laboratory Assistant Program in elementary, require of the professors charged with directing these programs to submit an evaluation of the prospective teachers. The Aides or Assistants may be used in the Foundations Program to assist or possibly be recommended for foundations remedial work.

(2) During the second semester of the Junior Year, the Teacher Education Committee analyzes the prospective teacher, recommends him for senior student teaching based upon academic potentials, character, personal qualities, and health. This is required for further progression through the Model. This analysis will be performance-based in nature.

(3) Upon completion of the second semester, Junior Year, a certification of eligibility for student teaching will be made by the college registrar and the student's major advisor. The eligibility criteria would be: an overall average of 2.0, 2.0 in education, 2.0 in 6 hours of English, 2.0 in all major and minor fields and 3/4 of all work completed, and/or comparable competency-levels attained.

(4) At the end of the Junior Year, the Chai man of Education and the Director of Laboratory and Field Experiences will process all student teaching applications and make a final evaluation.

Module IV - Personal Observation and Adjustment

In the Senior Year Module the student teacher will proceed through several self evaluative processes and resultant adjustments in personal characteristics. The Senior Student Teacher will make certain observations, develop positive attitudes, and act-out particular professional behaviors during four screening experiences:

(1) Observation and Get Acquainted Experience In the public school where observation will be done, one day a week for four weeks, visitations will be made by student teachers. Certain evaluations will be made by school and community and adjustments will consequently result. Current alternative options in elementary and secondary education will be explored.

(2) The Professional Block. Individual and group orientation to student teaching will be done by the instructors. One on one guidance sessions may result and personal adjustments made by student teachers. (A performance-based "pilot" operates in the elementary at present.)

(3) The Senior Student Teaching. Evaluations by college supervisors, classroom supervisors, the community, other teachers, administrators, parents and students will constantly be made which will no doubt lead to improved personal and teaching effectiveness. A competency contract approach in elementary is now operating and being developed by a team in secondary.

(4) The Post Analysis Conference. During this one week conference following senior student teaching the prospective teacher will focus upon his experience just completed, evaluate them, and ask himself the inevitable question: Is Teaching For Me?

Module V - Follow-Up Evaluation

Assuming that the Teacher Preparation Sequence is designed to help a teacher survive during his first-year experience, (the largest drop-out rate is after the first year) this module is structured to evaluate not only the first-year teacher but also the teacher education program at Salem College.

The Follow-Up Program of Evaluation includes the distribution and analysis of a self-evaluation instrument for the beginning teacher, an evaluation made by the new teacher's administrator, and feedback about the program and needs to be fulfilled by written and/or personal contact. The evaluation instruments will be performance written.

IV. ADMINISTRATION AND ORGANIZATION OF THE MODEL

The administrative and organizational structure of the Model will be designed to emphasize close communication ties among all participating components. As envisioned at present, the line and staff organization of the Model will be as follows: (See Appendix 1, Figure VIII)

A. The Advisory Committee of the Salem College Teacher Education Model (STEM)

This committee will have the ultimate authority to recommend policies which the majority of members deem appropriate for the operation of the Model.

1. Advisory Committee Representation

The Advisory Committee shall be composed of the following voting members: The College Director of Laboratory and Field Experiences

from Salem College, the County Superintendent or a professional staff member designated by each respective superintendent, the Director of the Harrison County Teacher Education Center, the Chairman of the Department of Education, Salem College, and the Dean of the College or his designated representative, two prospective teachers, and the RESA V TEC Director.

Approval of participation by each cooperating county board of education, and definite commitment to support such a cooperative continuing education approach will be needed.

2. Officers of the Advisory Committee

The Committee will elect from among its membership such officers it may deem necessary. Annually, a chairman will be elected on a rotating basis and such chairman will preside at all meetings and perform duties normally assumed by a chairman.

The Director of Laboratory and Field Experiences will perform the duties of its chief executive officer.

3. Advisory Committee Responsibilities

The Committee will recommend policies pertaining to the operation of the Model. The Committee will plan, initiate and develop new teaching approaches. It will also be the Committee's responsibility to establish criteria, procedures, and secure analytical data for periodic evaluation of the general effectiveness of the Model. Salem College will act as fiscal agent for the Model. The Advisory Committee will provide general supervision of the Model's programs, and will approve the admission of any two year institution of higher education or other public school systems desiring participation in the Model.

B. The Laboratory and Field Director: Responsibilities and Roles

The Laboratory and Field Director will perform all necessary and appropriate tasks to implement the functions of the Model as outlined in Section II of this proposal including the coordination of all special Model activities and programs and the coordination of supervision of all laboratory and field experiences. The Director will serve as a general consultant, with assistance from his colleagues, to the public school systems on matters pertaining to the quality of teacher preparation and continuing teacher education programs. In

cooperation with HCTEC Director, school principals, the Director will be responsible for keeping an up-to-date list of qualified cooperating teachers, adding and removing teachers as becomes necessary. The Director will serve as liaison officer between Salem College, the Harrison County Teacher Education Center and other participating public school systems. Also, the Laboratory and Field Director will prepare each year a progress report for the Advisory Committee and from that be involved in continual program development. "Follow-Through" shall be his responsibility.

C. College Supervisors: Roles

As members of the Salem College faculty, college supervisors will provide general supervision of pre and student teaching, conduct seminars in the schools for pre and student teachers, provide leadership for in-service workshops, and organize seminars for teachers and administrative personnel. From time to time other college departments may be called upon for assistance.

D. Service Programs Personnel

Possible special school services emerging from the Model may include multi-media service, consulting service, a placement service, additional course offerings both undergraduate and graduate, and a Follow-Through Program. Some of these services are now provided by Salem College. An expanded role is anticipated.

Graduate course offerings could be promoted through the state's graduate schools. An expanded extension course offering by Salem College could enhance the Model's program. Consulting services by Salem College, visiting consultants and the State Education Department Specialists could provide help for the Model. Salem's media director, in cooperation with others, could assume the responsibilities for the Model's media service program. Research and literature dissemination, and evaluation of first year teachers will be a function of the office of the Director of Laboratory and Field Experiences. With the cooperation of other departments in the college, it may be possible to provide advance placement courses to local high school seniors (i.e. mathematics, history, English, science or biology). It may also be possible to develop a close relationship to Parkersburg Community College by providing its pre-student teachers with these possible special services:

A. Field experiences such as tutoring, college aide, laboratory programs, or any of the clinical experiences.

B. Orientation to teacher education and student teaching.

E. The Principal: Roles and Responsibilities

The school principal should create and encourage opportunities for experimentation and innovation for prospective teachers. This essential person in the Model will need to accept the responsibility for projecting to the public the value of the school in teacher preparation and continuing education. The principal's role is usually identified as follows: assisting in selecting cooperating teachers; orienting prospective teachers to the school policies and procedures, community, staff and faculty, school services facilities; and providing an atmosphere conducive to learning and experimentation.

F. The Cooperating Teacher: Responsibilities

The coopeating teacher should provide the prospective teacher with an environment which promotes the development of professional thought and action. He should orient the prospective teacher to the school, develop a gradually-paced program of induction into the teaching experience and assist the prospective teacher in planning. He will plan with others opportunities for the prospective teacher to observe and participate in activities in various classrooms, co-curricular activities, and help create a positive environment in which the student teacher feels accepted. An important role will be cooperatively evaluating with the student his progress through observation and making recommendations for improvement. The cooperating teacher should appraise his own teaching plans and practices and participate in in-service programs designed for his improvement. He should be aware of the special services offered by Salem College.

G. The Prospective Teacher: Roles and Responsibilities

One of the primary purposes of the Model is to improve the experience opportunities for the prospective teacher. The teacher plays the central role in the entire Model process. It is vital that the prospective teacher realize the basic purposes of teaching and understand his specific role. The primary objective of the Model is to enhance the college student's opportunities to relate relevant educational theory studied in professional courses to the practical teaching-learning

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activities taking place in the classroom. The Model will serve as a vehicle for the prospective teacher, with the assistance of competent, experienced teachers, to develop teaching skills, a means for self-evaluation, and a professional attitude necessary for successful teaching.

V. THE COOPERATING AGENCIES: A RECIPROCAL RELATIONSHIP

A. The Cooperating Public School Systems

The cooperating school systems must provide the facilities, personnel and administrative arrangements necessary for an adequate teacher preparation program for prior student teaching experiences and senior student teaching. The system will need to assist the college in planning, conducting, and giving credit to cooperating teachers for in-service and continuing education programs developed in the Model. Further cooperation with the Laboratory and Field Director in identifying qualified teachers to serve as cooperating teachers will be of utmost importance as well as assistance in selecting Model schools and the placement of the pre-student teachers and student teachers. Administrative leadership in implementing all segments of the Model's programs will be the key role played by the cooperating public school system.

B. The Institution of Higher Education

Salem College will provide the following Model services:

1. The College will determine that students assigned to the Model schools have the proper professional readiness. The College's professional staff will be available for student teacher seminars. Supervision by college supervisors of student teachers placed in Model schools will continue with a clinical-seminar approach.
2. Salem College will plan with others a series of special school services for cooperating public school systems. The services may include: a consulting service, media-service, continuing education program for teachers through seminars and in-service education, follow-up program for beginning teachers, curriculum planning sessions, undergraduate and graduate extension courses, research dissemination and securing visiting consultants.

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3. The College may provide advanced placement for local high school seniors and some orientation to education and student teaching for pre-student teaching at Parkersburg Community College.

VI. PLAN OF IMPLEMENTATION

Any curriculum change to be an effective and lasting change must be one that is gradual in nature and responsible in content and method. The Salem Teacher Education Model's (STEM) plan of implementation is such a design. The implementation generates two main thrusts: (1) utilizing the best of the past and (2) charting future directions. (See Appendix I, Figure II)

Let us examine what we have done, what we are doing, and what we hope to accomplish. Historically, Salem College operated a somewhat traditional teacher education program with some professional courses, a great deal of subject work, and ending with student teaching. With the emergence of the Harrison County Teacher Education Center (HCTEC) teacher education at Salem College took on a new look with professional laboratory experiences in the Sophomore Year, Tutor and College Aide, and one developed in the Junior Year for Elementary Students: Laboratory Assistant. The Professional Block preceded the traditional 8-10 weeks of Directed Teaching under supervision by public school and college personnel. The Salem Teacher Education Model (STEM) is merely another natural extension in growth. It is an examination of what our program has been, is now, and will have to become if we are to keep pace with new trends. Excellent programs, under the direction of competent staff have been evaluated and modified this year. The Tutor, College Aide, Laboratory Assistant and the Performanced-Based Elementary Student Teaching Programs must continue. However, we must not pass up an opportunity now to go forward with a plan that will launch us into a bright future.

A Proposed Schedule of Sequences

The Curriculum Change	Time-Events
Post Student Teaching Conference	End of First Semester, 1973-74 (Continued)
Clinical Supervision	First and Second Semester, 1973-74 (continued)
Follow-Up (self-evaluation, administrative evaluation, job and graduate school possibliites)	End of First and Second, 1973-74 Semester (continued expansion)
Multi-School Services (in service media, seminars, workshops, etc)	First and Second, 1973-74 Semester (continued expansion)
The Screening Device (Structure and Forms)	Fall Semester, 1974-75 (with continuance)
September Experience	Fall Semester, 1974-75
Freshman Orientation to Teacher Education with Youth Aide Program	Second Semester, 1974-75
Retention Foundations Program	Second Semester, 1974-75
Junior Year Education 164 course with "Instructor Aide's Program"	Fall Semester, 1975-76
Complete Follow-Through in Full Operation	Second Semester, 1975-76
All Cocurricular Mini-Mods in Operation •Professionalism •Media Laboratory •Special Education •Observation	Fall Semester, 1976-77

FULL OPERATION OF CURRICULUM END OF 1976

VII. FUTURE PROJECTIONS FOR THE MODEL

A. Fiscal Planning

Fiscal planning and support could take one of the following alternatives:

1. Provide cooperative financial support through Salem College, the HCTEC, and the cooperating public school systems.
2. A Model Director employed jointly by the College and the State through a financial grant could assume the roles and responsibilities of the Model.
3. The Chairman of the Department of Education could assume the role and responsibilities of the Model Director.

B. Projected Professional Objectives and Program Development

If and when state allocations are expanded for Teacher Education Centers, the functions of this Model could expand and become a full-fledged Teacher Education Center itself or a part of a Regional Teacher Education Center in Central West Virginia in collaboration with the State Department of Education's Regional Education Service Agency. The Model would be unique in its partnership with the two existing RESA Teacher Education Centers: The Harrison County TEC in Region VII, and the Region V TEC in Parkersburg. Further expanded functions of the Model in developing new professional objectives and programs could extend into the following areas:

1. Promote increased graduate-level course offerings.
2. Expanded in-service conferences in supervision, curriculum and instruction.
3. Provide greater information dissemination as to possible opportunities for teachers to participate in summer institutes, research, and travel with possible financial support from the College and/or other sources.
4. Expand special school services to cooperating public school systems to include more inclusive media services, resource persons, and library development.
5. Select well prepared teachers at the public schools level to

demonstrate improved teaching techniques utilizing video-tape, micro-simulated techniques or closed circuit television.

6. A summer on-campus experience for intensive supervisory skills development for cooperating teachers.
7. Regular, systematic, cooperative planning and development sessions at the Advisory Committee level formulating new programs and objectives for a Center. Experimentation and research will be encouraged.

VIII. EVALUATION OF THE MODEL: COMPETENCY-BASED CERTIFICATION AND ACCREDITATION

The long-range effect of any educational endeavor is ultimately examined from the view point of state objectives, project functions and benefits received by and given to all parties and components involved. This evaluative process in the Model concept must be cooperative in nature.

The procedures in such an evaluation would include an annual analysis of the general over-all effectiveness of Model programs which focuses upon strengths and apparent weaknesses. Projected recommendations would emphasize evidences in positive improvements which fulfill the future needs of the Model. The Laboratory and Field Director would gather information for such reporting after conferences with college supervisors, cooperating teacher, pre-student teachers, student teachers, and participating school administrators.

Criteria for such evaluative procedures would be those embodied in the "Professional Field Experience Agreement", the State Department of Education Standards for Supervising Teacher Certification, Teacher Certification Standards, and the Accrediting Standards of the State Department of Education, and the North Central Accrediting Association.

Finally, any innovative evaluative process must attempt to include the newest techniques of analysis. Salem Teacher Education Model (STEM) makes such an attempt encompassing within the Model's evaluative systems the basic performance-based tenets and accountability precepts of Competency-Based Teacher Education. The project designers are confident that this modular field-laboratory experience model as structured meets or exceeds the competencies as outlined by the West Virginia State Department of Education's Professional Education Standards for Certification and Accreditation. Also, it is felt this evaluative support system embodies the accountability principles in the State Department's "Factors in Program Analysis." (See Appendix III)

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THE STEM EVALUATIVE SUPPORT SYSTEM

A COMPETENCY-BASED ACCOUNTABILITY INSTRUMENT

FOR PROGRAM ANALYSIS

MODEL MODULE/S OR MOD/S WHERE COMPETENCY OR PROGRAM ANALYSIS--FACTOR FULFILLED, MEET OR EXCEEDED (SEE APPENDIX I, FIGURES IV AND V)	PROFESSIONAL EDUCATION COMPETENCIES FOR CERTIFICATION AND ACCREDITATION CODED BY OBJECTIVE LEVEL, COMPETENCY LEVEL AND SUB-COMPETENCY LEVEL (SEE APPENDIX III, DOCUMENT I)	"FACTORS IN PROGRAM ANALYSIS" STATE DEPARTMENT OF EDUCATION, STATE OF WEST VIRGINIA (SEE APPENDIX III, DOCUMENT II)
Module I, Mod A, Components 1,2,3 Mini-Mod 1	O.L.1 1.0--1.01,1.02 1.1--1.10,1.11,1.12,1.13 1.2--1.20,1.21,1.22 O.L.2 2.0--2.02,2.03 2.1--2.02,2.03,2.04	I A,B,C; II A,B,C; III A,B,C; IV A-H; V A; VII B
Module II, Mod B, Components 1,2 Module II, Mod C Components 1, 2	O.L.2 2.0--2.01, 2.02, 2.03 O.L.4 4.0, 5.0, 6.0, 7.0 O.L.2 2.1--2.01, 2.02, 2.03 O.L.4 4.0, 5.0, 6.0, 7.0	I A,B,C; II A,B,C; III A,B,C; IV A-H; V A; VII B
Mini-Mod 2 Mini-Mod 3	O.L.2 2.0--2.01, 2.02, 2.03 O.L.2 2.1--2.01, 2.02, 2.03, 2.04 O.L.4 6.0--6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.0--7.1, 7.2, 7.3, 7.4	VII B
Module III, Mod D, Components 1,2 Module III, Mod E, Components 1,2 Mini-Mod 4	O.L.3 3.0--3.01, 3.02, 3.03, 3.04 3.1--3.11, 3.12, 3.13 3.2--3.21, 3.22, 3.23, 3.24 3.25, 3.26 O.L.4 4.0--4.1, 4.2, 4.3, 4.4 5.0--5.1, 5.2, 5.3, 5.4, 5.5, 5.6 6.0--6.1, 6.2, 6.3, 6.4, 6.5, 6.6 7.0--7.1, 7.2, 7.3, 7.4	I A,B,C; II A,B,C; III A,B,C; IV A-H; V A; VII B
		(Continued)

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Module IV, Mod F, Components 1,2 Module IV, Mod G, Components 1,2	O.L.1 1.1--1.10, 1.11, 1.12, 1.13 1.0--1.01, 1.02, 1.2--1.20, 1.21, 1.22 O.L.3 3.0--3.01, 3.02, 3.03, 3.04 3.1--3.11, 3.12, 3.13 3.2--3.21, 3.22, 3.23, 3.24, 3.25, 3.26 O.L.4 4.0--4.1, 4.2, 4.3, 4.4 5.0--5.1, 5.2, 5.3, 5.4, 5.5, 5.6 6.0--6.1, 6.2, 6.3, 6.4, 6.5, 6.6 7.0--7.1, 7.2, 7.3, 7.4	I A,B,C; II A,B,C; III A,B,C; IV A-E; V A; VII B
Mini-Mod 5 Mini-Mod 6 Mini-Mod 7	O.L.3 3.0--3.01, 3.02, 3.03, 3.04 3.1--3.11, 3.12, 3.13 3.2--3.21, 3.25, 3.26	VI A,B,C; VII A,B; VIII A,B
Module V, Mod H Components 1-8 Module V, Mod I Components 1-10	O.L.3 Specifically 3.2--3.21, 3.22, 3.23, 3.24, 3.25, 3.26 O.L.4 Specifically 7.0--7.1, 7.2 O.L.1,2,3,4 Generally	II A,B,C; V B; VI A,B,C; VII A,B; VIII A,B; IX A
SCREENING DEVICE Module I: Orientation Module II: Retention Module III: Admission Module IV: Adjustment Module V: Follow-Up Evaluation	O.L.1 1.0--1.0--1.02 1.1--1.13 1.2--1.20, 1.21, 1.22 O.L.2 2.0--2.02, 2.03 2.1--2.02, 2.03, 2.04 O.L.3 3.0--3.01, 3.02, 3.03, 3.04 3.1--3.11, 3.12, 3.13 3.2--3.21, 3.22, 3.23, 3.24, 3.25, 3.26 O.L.4 4.0 through 7.0	I A,B,C; II A,B,C; III A,B,C; V A; VII A,B; VIII D

APPENDIX I

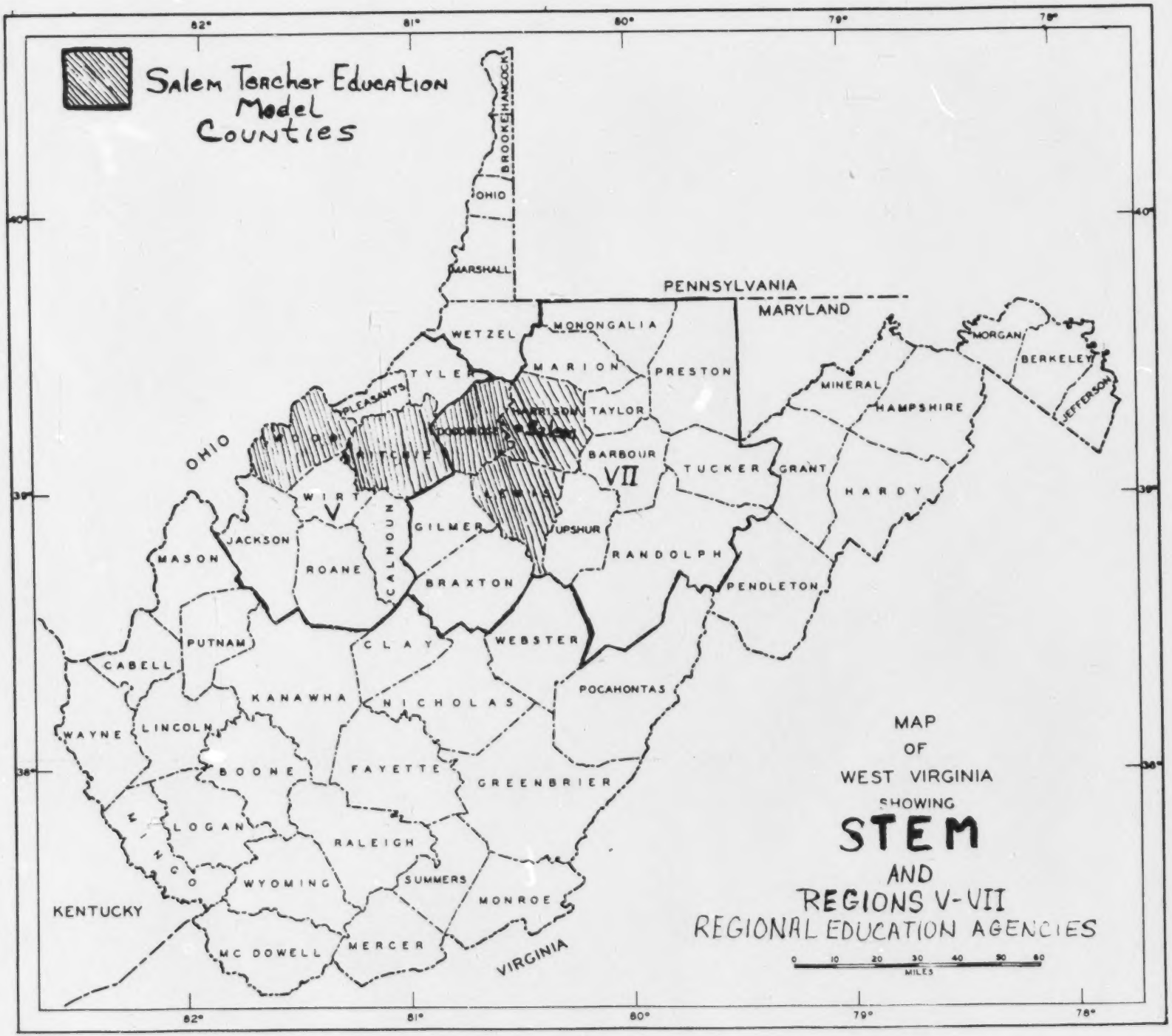

Figure 1

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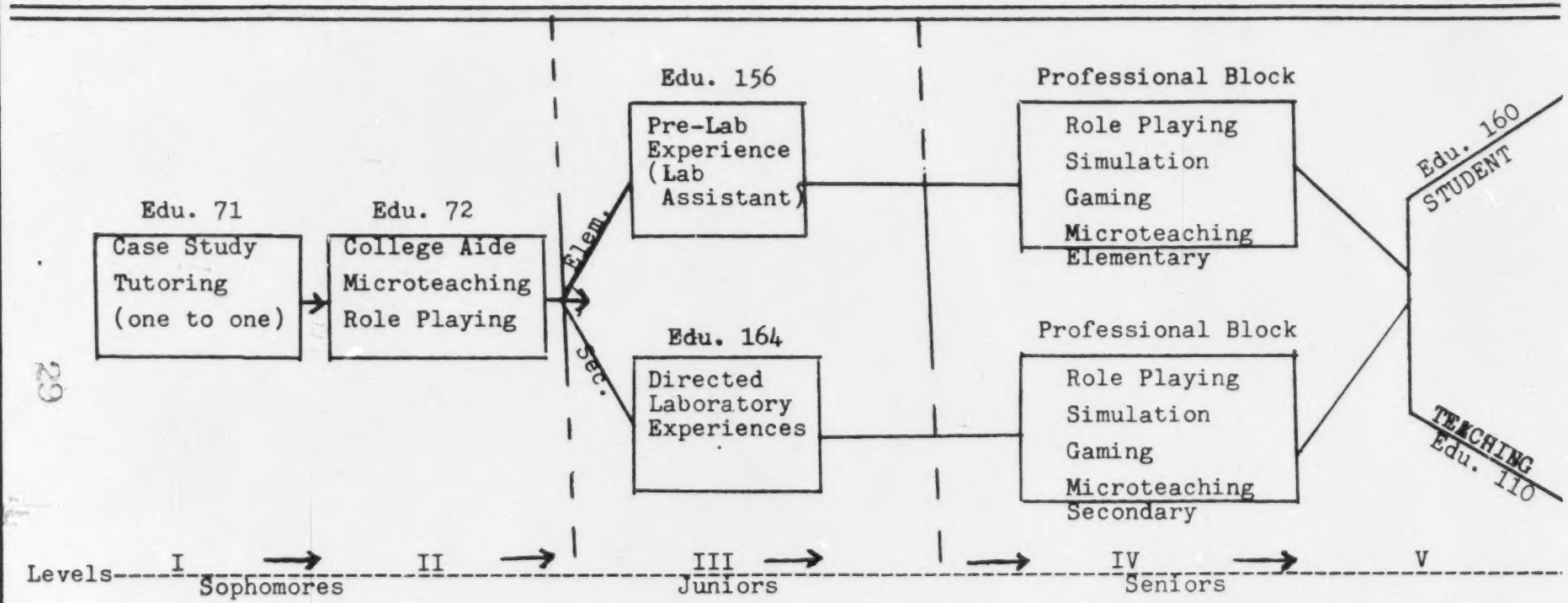
SALEM COLLEGE

LABORATORY AND FIELD EXPERIENCES - TEACHER EDUCATION

1972-



10/6/72 GM
3/28/73 Revised
8/9/73 Revised

FIGURE II

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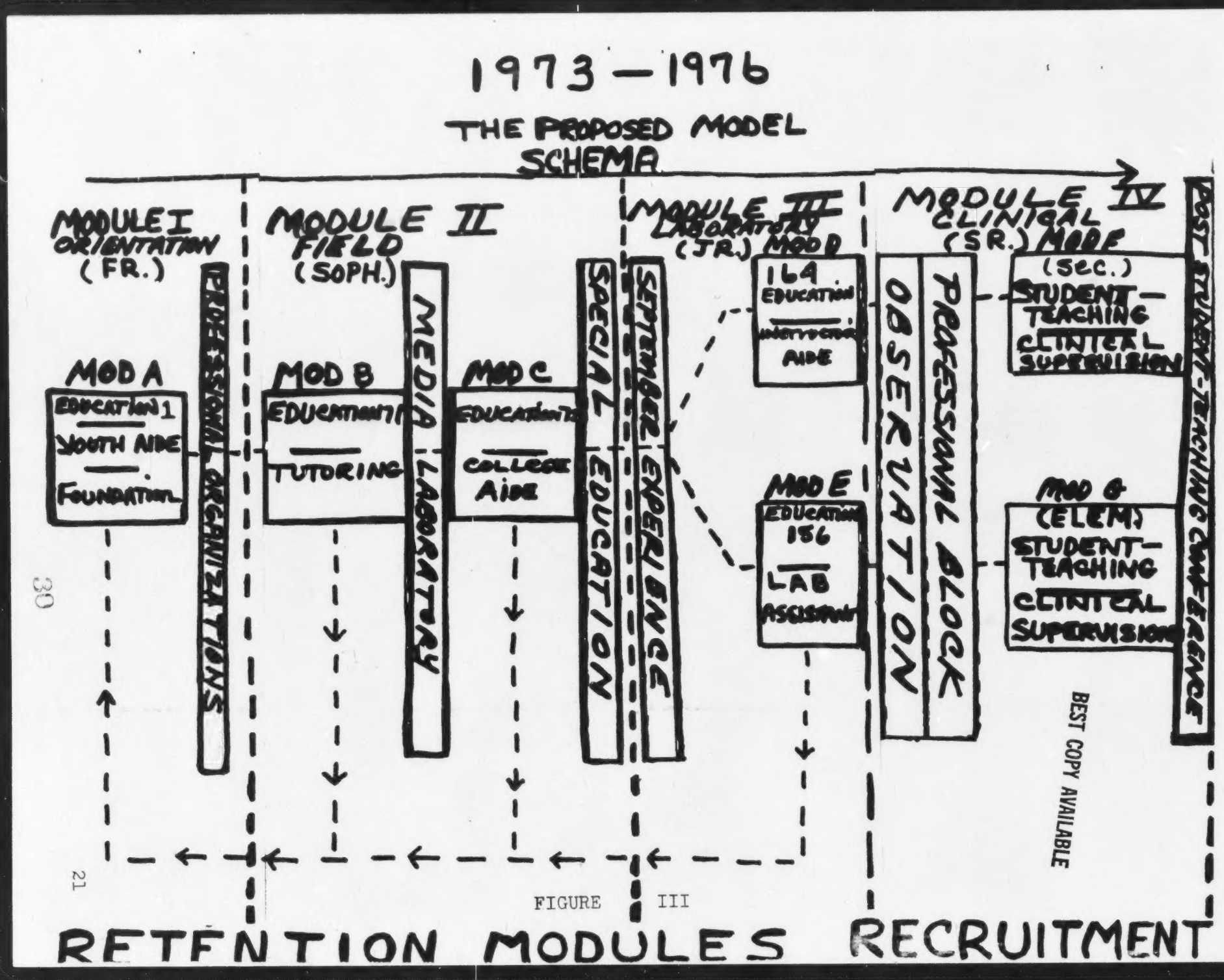

FIGURE III

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RECRUITMENT MODULE

CURRICULUM CONSULTING

MULTI-MEDIA SERVICES AND EDUCATION

UNDER GRADUATE RENEWAL THE CLARKSBURG COMM.

RECIPROCAL RELATIONSHIP WITH PARKERSBURG COMMUNITY College

RESEARCH AND LITERATURE DISSEMINATION

ON-CAMPUS EXPERIENCES.

GRADUATE COURSES

MOD I MULTI-SCHOOL SERVICES

FIRST YEAR OF TEACHING

MODULE V

RECRUITMENT MOD II FOLLOW UP

SELF-EVALUATION INSTRUMENTS

ADMINISTRATIVE EVALUATIONS

RESEARCH AND LITERATURE DISSEMINATION

JOB OPPORTUNITY INFORMATION

CONTACT INFORMATION

GRADUATE SCHOOL POSSIBILITIES

PERSONAL SEMINAR CONSULTATION

FIGURE IV

A PROFESSIONAL SCREENING PROCESS

FRESHMAN
SOPHOMORE
ORIENTATION + DIAGNOSIS
SCREENING + RETENTION
REFERRAL
Module I:
Module II:
EDUCATION I (2nd Sem)
ORIENTATION TO TEACHER EDUCATION
6 WKS. - 1 HR. PER. WK
REQUIRED OF ALL FRESHMAN AND TRANSFER STUDENTS WITH LESS THAN 27 HRS.
TEACHER AS A PERSON
1. INDIVIDUAL / GROUP DIAGNOSIS
a) Speech-Hearing Analysis
b) Reading Achievement
c) Personality Assessment
d) Physical + Health Status
e) Academic Potential
2. AN IMPROVEMENT PROGRAM
CAREER PLANNING
ECONOMICS OF EDUCATION
TEACHING AS A PROFESSION
YOUTH AIDE PROGRAM
(FOR THOSE SCREENED AND APPROVED)
12 HRS. - 1 HR PER WK
SCHOOL-RELATED, YOUTH, RECREATIONAL, EXTRACURRICULAR GROUPS
THE FOUNDATIONS PROGRAM
(FOR THOSE NEEDING ADDITIONAL DIAGNOSIS AND IMPROVEMENT)
I TESTING + DIAGNOSIS
II A TUTORIAL COMPONENT (EDUCATION TEACHER TRAINEE)
III Special Foundation Sections (Remedial Math, Soc. Studies, Eng., Reading, Science)
IV EVALUATION (PERIODICALLY)
EDUCATION 71: (1st Sem) HUMAN GROWTH AND DEVELOPEMENT
RETENTION, DIAGNOSIS WITH PROFESSORS SCREENING, TESTING EVALUATING AND REFERRAL TO THE FOUNDATION PROGRAM
TUTOR ASSIGNED TO PUBLIC SCHOOLS (elem, sec, or spec. ed)
OR TO THE FOUNDATIONS PROGRAM
SCREENING AWARENESS AS TO ADMISSION TO EDUCATION
RECOMMENDATION AND CRITERIA FOR ADMISSION
RECOMMENDATIONS FROM: MAJOR ADVISOR EDUCATION 71 AND 72 INSTR. A DEPT. PROFESSOR, DEPT. OF Ed. CHR m., FIELD AND LAB. DIR., DEAN OF MEN OR WOMEN.
CRITERIA
APPEARANCE
HEALTH
VOICE
ENGLISH (ORAL/WRITTEN)
JUDGEMENT
POISE
CHARACTER
EDUCATION 72: EDUCATIONAL PSYCHOLOGY (2nd Sem)
RETENTION, DIAGNOSIS EMPHASIS WITH PROFESSORS SCREENING, TESTING, EVALUATION AND REFERRAL TO THE FOUNDATION PROGRAM
COLLEGE AIDE ASSIGNED TO PUBLIC SCHOOLS (elem, sec., spec. Ed.)
OR TO THE FOUNDATIONS PROGRAM.
REQUIREMENTS FOR ADMISSION
2.0 ALL WORK ATTEMPTED
COMPLETION OF 55 HRS
2.0 IN ENGLISH
2.0 IN EDUCATION
RECOMMENDATIONS APPROVAL
ADMISSION TO TEACHER EDUCATION
END OF second SEMESTER

FIGURE V

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A PROFESSIONAL SCREENING PROCESS

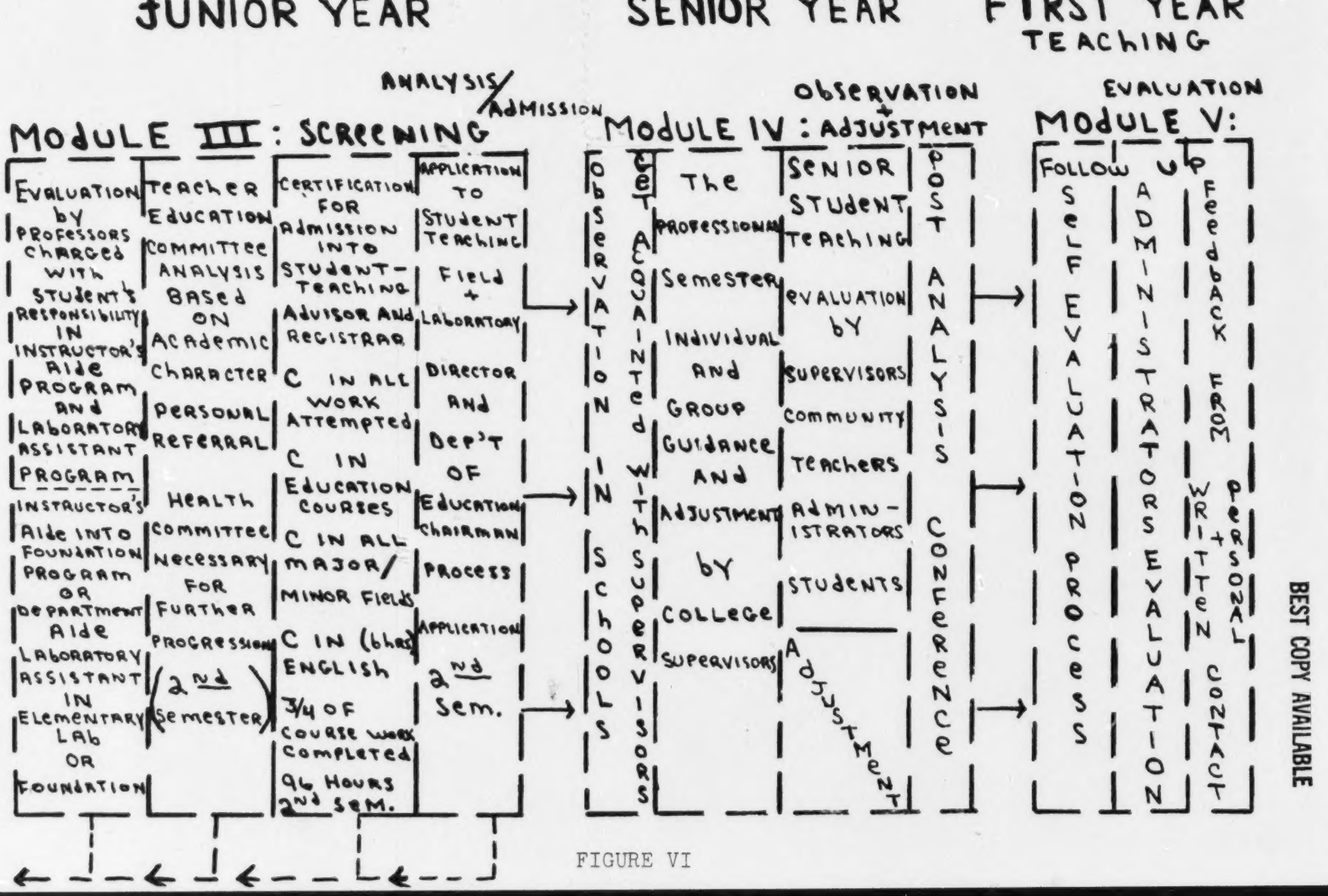

FIGURE VI

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CO-CURRICULAR MINI-Mods

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PROFESSIONALISM

↓

MEDIA

↓

SPECIAL EDUCATION

↓

SEPTEMBER EXPERIENCE

↓

OBSERVATION

↓

PROFESSIONAL BLOCK

↓

POST STUDENT TEACHING CONFERENCE

FIGURE VII

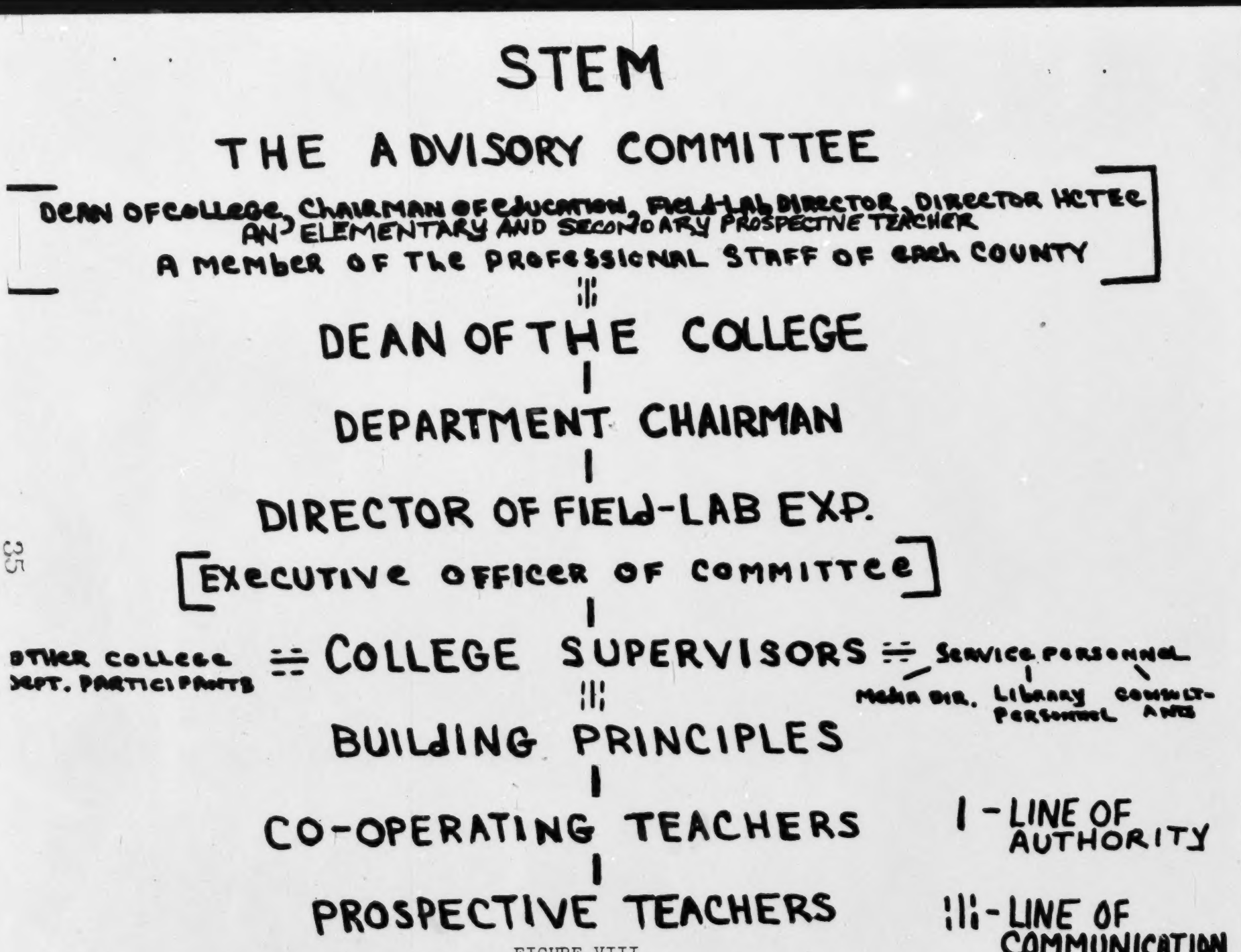
STEM
THE ADVISORY COMMITTEE
DEAN OF COLLEGE, CHAIRMAN OF EDUCATION, FIELD-LAB DIRECTOR, DIRECTOR HCTEC AND ELEMENTARY AND SECONDARY PROSPECTIVE TEACHER
A MEMBER OF THE PROFESSIONAL STAFF OF EACH COUNTY
DEAN OF THE COLLEGE
DEPARTMENT CHAIRMAN
DIRECTOR OF FIELD-LAB EXP.
EXECUTIVE OFFICER OF COMMITTEE
OTHER COLLEGE DEPT. PARTICIPANTS
COLLEGE SUPERVISORS
SERVICE PERSONNEL
MEDIA DIR.
LIBRARY PERSONNEL
COUNSELLORS
BUILDING PRINCIPLES
CO-OPERATING TEACHERS
PROSPECTIVE TEACHERS
I - LINE OF AUTHORITY
II - LINE OF COMMUNICATION

FIGURE VIII

APPENDIX II

APPENDIX II

SALEM COLLEGE

PROPOSED SEQUENCE--BY YEARS OF REQUIRED PROFESSIONAL COURSES

FRESHMAN

Education 1--Orientation to Teacher Education-1 hour---Taken the first six weeks of second semester

ACTIVITY: A 12 week "youth-aide" experience taken for one hour per week.

SCREENING: Testing, Diagnosis and Referral to the Foundations Program

SOPHOMORE

Education 71--Human Growth and Development I
Taken first semester--3 hours

ACTIVITY: A child-centered "tutor" program on a one-to-one relationship.

Education 72--Human Growth and Development II
Taken second semester--3 hours

ACTIVITY: A school-related study program known as "college aide".

SCREENING: Admission to Teacher Education--End of Sophomore Year (Recommendations: 2.0 in all work; completion of 58 hours)

JUNIOR

Education 164 (Secondary major) or Education 156 (Elementary major)1-3 hours---Taken either semester of the junior year concurrently with a laboratory experience.

Secondary: Instructor's Aide Program
Elementary: Laboratory Assistant Program

SCREENING: Analysis and Admission--164--156--Professor's recommendation, Teacher Education Committee analysis, certification of eligibility for student-teaching by Registrar and Advisor, and make application for student-teaching.

SENIOR

Professional Block Courses Taken Either Semester

Education 152: Human Adjustment--2 hours--(Secondary) and Elementary--Reading 117

Education 116: Educational Guidance--2 hours--(Secondary) and Elementary--Reading 117

GENERAL METHODS

Education 136: General Methods for Secondary Teachers--3 hours

Education 164: Materials and Methods of Teaching--2 hours--(Secondary) (A to P)

Education 157: Principles and Management--3 hours--(Elementary)

Education 110: Student-Teaching in the Secondary Schools--6 hours--(Secondary)

Education 160: Supervised Student-Teaching--6 hours--(Elementary)

SCREENING: Observation and Adjustment in Observation, Professional Semester, Post-Analysis Conference, Student-Teaching

---

FIRST YEAR OF TEACHING

SCREENING: Follow-Through Program (Both semesters)

Follow-Up (Self-evaluation, Evaluation of Program, Feedback-written and personal contact, Administrator's Evaluation)

Research and Literature---Job Possibilities---Graduate School Opportunities

Multi-Services: Provided most especially for Central West Virginia Schools

------Media

------In-service

------Renewal possibilities

------Workshops, seminars

------Consulting

SEQUENCE OF COURSES IN PROFESSIONAL EDUCATION

Freshman Year -

EDUCATION I. ORIENTATION TO TEACHER EDUCATION. 1 HR.
(First six weeks of second semester)

This course if offered second semester of each year and must be taken by all freshmen prior to the completion of 27 hours of course work. Also required of all transfer students with less than 27 hours of credit.

ACTIVITY - Youth Aid Program emphasizing work with and observation of school-related, recreational, or extra-curricular youth group - 1 hour per week for 12 weeks suggested.

Sophomore Year -

EDUCATION 71. HUMAN GROWTH AND DEVELOPMENT I. 3 HRS.

This course is required of all sophomores and taken during the first semester. Required for admission to teacher education.

ACTIVITY - Once the student has enrolled in Education 71 he will be assigned to an activity with a child or youth group. Clock hours of time must be spent in observation and participation with the members of this group. Known as the Tutor Program, the activity emphasizes work on a one-to-one basis with public-school children in the public school.

EDUCATION 72. HUMAN GROWTH AND DEVELOPMENT II. 3 HRS.

This course is required of all sophomores and taken during the second semester. The successful completion of Education 72 make students of junior standing eligible for enrollment in Teacher Education.

ACTIVITY - The activity that accompanies this course requires the student to devote clock hours of time to observation and participation with children and youth in local schools.

The admittance of a student to a Teacher Education Program will be dependent upon the following:

1. Recommendation by the student's major adviser, the Chairman of the Education Department, Director of Field and Laboratory Experience in which teaching fields are planned, the Dean or Men or the Dean of Women and the staff member of the Department of Education who has had the student in Education 71 and Education 72.
2. A 2.0 average or better in any six semester hours from English or a satisfactory mark on the English Proficiency Examination.
3. A scholastic average of 2.0 or better on all work attempted.
4. Completion of a minimum of 58 semester hours of course work.
5. A 2.0 average in all education courses attempted.

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Junior Year - All students must be officially admitted to the Teacher Education Program.

EDUCATION 164. Secondary Students 1 HR

This is an "umbrella" course under which auspices a program known as the "Instructor's Aide" is designed and operated. The course work will be only orientational guidance with the greatest amount of work completed with departmental professors.

At the end of the junior year the student will have been evaluated and screened by Department Professors, Teacher Education Committee, Registrar and Adviser and made application to student teaching.

EDUCATION 156. Elementary Students 3 HRS.

The course is required of junior elementary majors with emphasis on "Laboratory Assistant" program. This is a field-oriented program with on-campus seminars.

Senior Year -

To be eligible for admission to the Professional Semester a teacher education candidate must meet the requirements which apply for admission to Student Teaching, namely, (1) an over-all average of 2.0, (2) a 2.0 average in the required minimum number of teaching specialization (s) for which the candidate expects to be certified, and (3) a 2.0 average in professional education courses, (4) have completed 96 hours of course work, (5) 2.0 average in 6 hours of English.

Professional Block course requirements are:

EDUCATION 152. HUMAN ADJUSTMENT 2 HRS.
(First six weeks)

EDUCATION 116. EDUCATION GUIDANCE

These courses are taken by all secondary teacher education candidates as part of the group of required courses during the professional semester.

EDUCATION 157. PRINCIPLES AND MANAGEMENT 3 HRS.
(First six weeks).

Education 157 is the methods course given in the professional semester prior to the actual student teaching experience. This course is a sequel to Education 156, Elementary Methods, which is taken by Elementary majors during their junior year. This is now a performance-based course with a "contracting" emphasis.

EDUCATION 136. GENERAL METHODS FOR SECONDARY TEACHERS 3 HRS.
(First six weeks)

Required for all Secondary Education majors before or during enrollment in the professional block.

EDUCATION 164. MATERIALS AND METHODS OF TEACHING 2 HRS.
(First six weeks)

One major academic area required for each Secondary Education major enrolled in the professional block.

164-A	Teaching art in secondary schools	2 HRS.
164-B	Teaching music in elementary schools (first semester)	2 HRS.
164-C	Teaching physical education in secondary schools	2 HRS.
164-D	Teaching industrial arts in secondary schools	2 HRS.
164-E	Teaching oral communications in secondary schools	2 HRS.
164-F	Teaching social studies in secondary schools	2 HRS.
164-G	Teaching biology in secondary schools	2 HRS.
164-I	Teaching English in secondary schools	2 HRS.
164-J	Teaching science in secondary schools	2 HRS.
164-K	Teaching music in elementary schools (second semester)	2 HRS.
164-L	Teaching music in secondary schools	2 HRS.
164-M	Teaching mathematics in the secondary schools	2 HRS.
164-P	Teaching safety education in the secondary schools	2 HRS.

EDUCATION 110. STUDENT TEACHING IN SECONDARY SCHOOLS 6 HRS.
(Last 12 weeks)

Required for all secondary education majors enrolled in the Professional Semester. PREREQUISITES: Admission to the Professional Block; an average of 2.0 or better in all work attempted in each teaching field, and in professional education courses. A minimum of three-fourths of the course work must be completed in teaching fields prior to student teaching.

ACTIVITY - Secondary student teachers are assigned to teach subjects within each field in which they plan to become certified. Students planning to become certified for grades 1-12 do student teaching on both the elementary and secondary levels. Decisions concerning specific assignments are based upon many factors including needs, abilities, type of school, and qualifications of the supervising teacher for the last 12 weeks of each semester.

EDUCATION 160. SUPERVISED STUDENT TEACHING (ELEMENTARY) 6 HRS.
(Last 12 weeks)

Required for all elementary majors enrolled in the Professional Semester. PREREQUISITES: Admission to Professional Block; an average of 2.0 or better in all work attempted, in each field, and in professional courses for the last eleven weeks of each semester. This is also a performance-based pilot program.

ACTIVITY - Assignment to full-time classroom teaching in an elementary school under the direct supervision of public school and college personnel.

The following additional education courses are offered to meet the special needs of students:

EDUCATION 105. PHILOSOPHY OF EDUCATION 3 HRS.

EDUCATION 109. AUDIO-VISUAL AIDS AND LABORATORY RESOURCES 3 HRS.

EDUCATION 143. HISTORY OF EDUCATION 3 HRS.

EDUCATION 144. EDUCATIONAL TESTS AND MEASUREMENTS 3 HRS.

The following courses are required for all students seeking an endorsement for teaching the mentally retarded (1-12, 7-12, 1-9) which is allied with either the elementary or secondary education curriculum.

Semester Taken	Course Number	Course Title	Hours
First or Second Semester-Jr. Year	Ed. 201	Survey of Exceptional Children	3
	Ed. 202	Introduction to The Mentally Retarded	3
Second Semester Junior Year or First Semester Senior Year	Ed. 203	Developmental Reading for the Mentally Retarded	3
	Ed. 204	Developmental Mathematics for the Mentally Retarded	3
Concurrently with Student Teaching	Ed. 205	Curriculum, Methods, Materials for the Mentally Retarded	4
	Ed. 206	Student-Teaching the Mentally Retarded Children	3

THE CO-CURRICULAR MINI-MOD EXPERIENCES

These mini-mod experiences related and supportive to the formalized course structure in teacher preparation are designed to make all prospective teachers aware of some special topics in education which he will find realistic and practical. Because of the short duration most do not have credit involved.

MINI-MOD EXPERIENCE I--Professional Organization Awareness--Freshman Year

This mod experience will encourage an introduction and orientation to the various professional education organizations (i.e. SNEA, CEC, etc.) It may be a part of Education 1 or a week program to the literature, meeting representatives, membership benefits and then, encouragement to join one or more.

MINI-MOD EXPERIENCE II--Media Laboratory Experience--1st Semester--Sophomore Year

As an adjuncture element to Education 71 or as a separate instructional component it is hoped the Director of Media, with proper assistance and facilities, may co-ordinate and supervise an organized media laboratory with emphasis on media utilization technique competencies for all candidates. Evaluation of skills developed would be a proper follow-up. (Taught in small groups or programmed)

MINI-MOD EXPERIENCE III--The Learning Disabilities and Special Education Awareness--2nd Semester--Sophomore Year

This awareness week of instruction, or as part of the Education 72 would develop recognition skills for all teacher canidates helping them to recognize learning disabilities in the classroom and make them aware of referrel procedures.

MINI-MOD EXPERIENCE IV--"The September Experience" 1st Semester--Junior Year

This co-ordinated effort would provide junior year prospective teachers with an opportunity to observe the "opening week" of the public school; its problems, clerical procedures, routines, duties and responsibilities of a teacher in establishing the proper "opening" of school environment and organization.

MINI-MOD EXPERIENCE V--Observation and Orientation with Supervising Teacher--Either Semester of Senior Year as a part of the Professional Block

Recognizing the need for student-teacher to become acquainted and oriented to his new position as an "Associate Teacher" in his placement school, this experience would enhance the student-teaching experience by preparing a "readiness" for teaching. The student teacher, the supervisor and the students get set for a new experience. (1 day a week for 4 weeks of Block.)

MINI-MOD EXPERIENCE VI--Post-Analysis Conference-- Follows Student-Teaching--either semester of Senior Year

Post-analysis has always been an integral part of the Student Teaching Experience in order that the candidate might look back on his experience and reflect. This experience suggests a well-organized, off-campus self-evaluation retreat where all education faculty and student-teachers attend both formal evaluation sessions by the staff or visiting consultant and informal "buzz sessions." The recreational aspects will add to such an experience and allow time for more interaction between professor and students.

APPENDIX III

*PROFESSIONAL EDUCATION

Professional education is based on those studies which include the foundations of education and methods and materials of teaching with supervised laboratory/field experiences designed to provide for the competencies required in the education professions. Within each of the Objective Levels, the institution is encouraged to include appropriate laboratory-field experiences in their professional sequence.

Teacher education students shall achieve the competencies through a professional education component consisting of a minimum of twenty (20) semester hours or achieve the stated competencies through a prior approved equivalent program.

Objective:
Level One

The graduate of the teacher education program shall demonstrate the ability to function as a professional educator through involvement in and analysis of the profession.

Competencies:

To demonstrate understanding of this objective the student will:

1.0 Identify and evaluate the major developments in organized education as they relate to the individuals' role in the profession. Specifically the student will:

1.01 Analyze the organizational, administrative, financial, and curricular patterns of contemporary education.

1.02 Review contemporary trends and issued in education.

1.1 Identify and analyze the basic philosophical, sociological, and historical foundations of education. Specifically the student will:

1.10 Compare and contrast the characteristics of the major educational philosophies and their impact upon the profession.

1.11 Describe the role and function of the school in society.

1.12 Trace the emergent nature of education in America.

1.13 Develop a personal, professional philosophy of education.

*Pending approval by the West Virginia State Board of Education

1.2 Identify, evaluate, and develop those personal qualities which characterize the successful teacher. Specifically the student will:

1.20 Develop critical communication skills for effective expression.

1.21 Exhibit proficiency in human relation skills.

1.22 Internalize personal qualities such as: sense of humor, emotional stability, dependability, maturity, etc.

Objective:
Level Two

The graduate of the teacher education program will demonstrate an understanding of human growth and development and learning theories as they relate to students.

Competencies:

To demonstrate understanding of this objective the student will:

2.0 Identify, evaluate and apply the basic concepts of human growth and development. Specifically the student will:

2.01 Compare and contrast the major theories of human growth and development.

2.02 Examine the inter-relationships between and among the physical, social, intellectual, and emotional development from conception through adolescence.

2.03 Identify and analyze those personal, social, and emotional problems which affect the development of the individual.

2.1 Identify, evaluate and apply the basic concepts of major learning theories. Specifically the student will:

2.01 Compare and contrast the major theories of learning.

2.02 Identify and analyze those personal, social, and emotional problems which affect learning.

2.03 Evaluate environmental, cultural and ethnic factors which influence student development.

2.04 Evaluate environmental, cultural and ethnic factors which influence learning.

Objective:
Level Three

The graduate of the teacher education program will design a teaching/learning environment which includes critical planning, instruction, and evaluation.

Competencies:

To demonstrate understanding of this objective the student will:

3.0 Identify the role of the teacher in instructional and curriculum planning. Specifically the student will:

3.01 Construct significant, concise, clear, and measurable instructional objectives.

3.02 Develop long range and short range instructional goals consistent with the theories of human growth and development and learning.

3.03 Design instructional activities consistent with instructional objectives.

3.04 Collect, record, and utilize pertinent information in analyzing the needs, abilities and interests of pupils.

3.1 Identify the role of the teacher in the instructional process. Specifically the student will:

3.11 Design strategies consistent with individual and group needs.

3.12 Design various teaching methods and techniques.

3.13 Design proficiency in the use of instructional media.

3.2 Design proficiency in classroom assessment. Specifically the student will:

3.21 Use a variety of evaluation techniques which continuously assesses the learning process.

3.22 Assist students in their self-evaluation.

3.23 Report results of teacher evaluated work to the students promptly.

3.24 Use a fair and defensible system of reporting student progress to students and parents.

3.25 Analyze his own evaluatory efforts.

3.26 Utilize standardized tests and teacher made tests in evaluation.

Objective:
Level Four

The graduate of the teacher education program will have participated in clinical experiences which translate educational theories and practices into performance.

Competencies:

To demonstrate competency in this objective the student will:

4.0 Exhibit those personal qualities which are conducive to successful teaching and appropriate to the educational situation. Specifically the student will:

- 4.1 Employ verbal and non-verbal communication skills.
- 4.2 Display emotional stability.
- 4.3 Demonstrate dependability in the execution of professional responsibilities.
- 4.4 Exhibit acceptable mode of personal and professional behavior.

5.0 Demonstrate proficiency in human relations and classroom management skills. Specifically the student will:

- 5.1 Interact positively with individuals and groups in a professional setting.
- 5.2 Provide an emotionally secure classroom.
- 5.3 Encourage self-understanding and the development of a realistic and favorable self-concept.
- 5.4 Exhibit positive relationships with peers and other members of the school staff.
- 5.5 Provide and maintain a comfortable physical environment.
- 5.6 Attend to the normal administrative responsibilities of a teacher.

6.0 Demonstrate proficiency in planning for instruction. Specifically the student will:

- 6.1 Implement a plan of instruction based upon clearly stated objectives that are appropriately sequenced.
- 6.2 Involve pupils in selection of learning activities.
- 6.3 Communicate learning objectives to pupils.
- 6.4 Incorporate instructional aids in the learning experience.
- 6.5 Utilize a variety of learning activities consistent with the needs of the individual and the group.
- 6.6 Utilize student records in planning for pupil instructional needs.

7.0 Demonstrate proficiency in classroom instruction. Specifically the student will:

- 7.1 Provide frequent feedback to students.

7.2 Use positive forms of motivation.

7.3 Involve the learner in the instructional process.

7.4 Utilize a variety of instructional techniques.

Note: The college or university should be encouraged to evaluate the performance of their graduates in their initial year of teaching for purposes of program reconceptualization. In addition, this follow-up study ought to be based on the required performance competencies utilized in the clinical situations experienced by the graduate.

FACTORS IN PROGRAM ANALYSIS
WEST VIRGINIA STATE DEPARTMENT OF EDUCATION

I. PROGRAM OBJECTIVES

a. HOW DID THE INSTITUTION UTILIZE THE PROGRAM OBJECTIVES THAT HAVE BEEN APPROVED FOR THIS SPECIALIZATION BY THE WEST VIRGINIA BOARD OF EDUCATION?

b. IDENTIFY THE PROGRAM OBJECTIVES OF THE INSTITUTION THAT ARE IN ADDITION TO THOSE ESTABLISHED BY THE WEST VIRGINIA BOARD OF EDUCATION.

c. HOW ARE STUDENTS MADE AWARE OF THE PROGRAM OBJECTIVES?

II. COMPETENCIES (PLEASE SUBMIT COURSE OUTLINES OR MODULE DESCRIPTIONS FOR ALL PHASES OF THE PROGRAM THAT DELINEATE COMPETENCIES TO BE ACHIEVED BY STUDENTS.)

a. TO WHAT EXTENT DOES THE IMPLEMENTED PROGRAM REFLECT THE PROGRAM OBJECTIVES AS APPROVED BY THE WEST VIRGINIA BOARD OF EDUCATION AND HOW WERE PRIORITIES DETERMINED?

b. WHO WAS INVOLVED IN THE IDENTIFICATION AND SELECTION OF SPECIFIC COMPETENCIES WITHIN THE PROGRAM AREAS? HOW DID THE INSTITUTION DETERMINE LEVELS OF COMPETENCE TO BE ACHIEVED AND THE CONDITIONS FOR ACHIEVING COMPETENCIES?

c. IDENTIFY ALL INSTANCES WHERE THE COLLEGE PROGRAM PROVIDES ALTERNATIVES FOR STUDENTS IN TERMS OF UNIQUE INTEREST AND NEEDS.

III. FIELD-LABORATORY EXPERIENCES

a. DESCRIBE THE BASIC FIELD-LABORATORY EXPERIENCES WHICH ARE DESIGNED TO DEVELOP THE COMPETENCIES OF THIS SPECIALIZATION. TO WHAT EXTENT ARE THESE PERFORMANCE BASED?

b. WHERE ARE THESE EXPERIENCES COMPLETED?

c. HOW ARE THESE EXPERIENCES RELATED TO THE THEORY BEING STUDIED BY THE STUDENT IN THE COLLEGE CLASSROOM?

IV. RESOURCES AND FACILITIES (USE MOST RECENT FISCAL YEAR AVAILABLE)

_____a. NUMBER OF VOLUMES (BOOKS) IN LIBRARY RELATED TO THIS SPECIALIZATION.

_____b. NUMBER OF PERIODICALS RECEIVED BY THE LIBRARY RELATED TO THIS SPECIALIZATION.

_____c. TOTAL AMOUNT SPENT LAST YEAR FOR BOOKS AND PERIODICALS RELATED TO THIS SPECIALIZATION.

_____d. TOTAL AMOUNT SPENT LAST YEAR ON MEDIA AND EQUIPMENT TO SUPPORT THIS SPECIALIZATION.

e. ON WHAT BASIS ARE THE ALLOCATIONS OF FUNDS MADE? HOW DO THESE AMOUNTS COMPARE WITH OTHER DEPARTMENTS?

f. DESCRIBE THE PHYSICAL FACILITIES THAT ARE NOW AVAILABLE TO THIS PROGRAM.

g. DESCRIBE LABORATORIES AND EQUIPMENT THAT ARE AVAILABLE TO SUPPORT THE PROGRAM.

h. DESCRIBE THE MANNER IN WHICH SPECIALIZED CURRICULUM MATERIALS ARE MADE AVAILABLE TO STUDENTS.

V. EVALUATION OF STUDENTS

a. WHAT PROCEDURES ARE EMPLOYED TO ASSESS THE ACHIEVEMENT LEVELS ATTAINED BY INDIVIDUAL STUDENTS FOR EACH COMPETENCY? WHO MAKES THIS ASSESSMENT?

b. WHAT IS THE DESIGN OF THE FOLLOW-UP STUDY OF GRADUATES FROM THIS PROGRAM? SUMMARIZE THE DATA FROM THIS STUDY.

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VI. EVALUATION OF PROGRAM

a. DESCRIBE THE MAJOR STRENGTHS OF THE PROGRAM.

b. DESCRIBE THE MAJOR WEAKNESSES OF THE PROGRAM.

c. WHAT WAS THE PROCEDURE FOR IDENTIFYING STRENGTHS AND WEAKNESSES?

VII. PLANNING

a. WHAT MODIFICATIONS DO YOU EXPECT TO MAKE IN THIS PROGRAM OVER THE NEXT FIVE YEAR PERIOD? PLEASE DISCUSS THESE MODIFICATIONS IN PRIORITY ORDER, ADDRESSING YOURSELF TO SUCH THINGS AS CURRICULUM, FACILITIES, STAFF, EQUIPMENT, FIELD EXPERIENCES.

b. HOW ARE PERSONNEL FROM OTHER AGENCIES INVOLVED IN THE PLANNING PROCESS? PLEASE IDENTIFY THESE AGENCIES AND DEFINE THEIR ROLES. ARE THESE ROLES ADVISORY ONLY?

VIII. ADMINISTRATION OF PROGRAM

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a. DESCRIBE HOW DATA MADE AVAILABLE IN EVALUATION ARE UTILIZED IN PROGRAM MODIFICATION.

b. HOW ARE DECISIONS REGARDING MODIFICATION OF THIS PROGRAM MADE? WHO AND WHAT GROUPS HAVE AUTHORITY FOR MAKING THESE DECISIONS?

c. HOW MANY STUDENTS ARE PRESENTLY ENROLLED IN THE PROGRAM?

d. HAVE PROGRAM ADMISSION AND RETENTION STANDARDS BEEN UTILIZED? IF SO, PLEASE IDENTIFY SUCH STANDARDS. IS ADMISSION CONDITIONAL? WHAT ARE THE CONDITIONS FOR TERMINATING A STUDENT? HOW MANY PEOPLE WERE ADMITTED ON CONDITION THE PAST ACADEMIC YEAR? HOW MANY WERE TERMINATED?

e. WHAT IS A FACULTY LOAD? HOW IS IT CALCULATED? HOW DOES THE PRESENT FACULTY LOAD COMPARE WITH THAT OF OTHER DEPARTMENTS?

f. WHAT IS THE DEPARTMENTAL POLICY ON THE USE OF PART-TIME OR SHARED-TIME STAFF? WHAT PORTION OF THE LOAD IS TAUGHT BY PART-TIME OR SHARED-TIME STAFF?

g. WHO IS RESPONSIBLE FOR MAKING STAFF ASSIGNMENTS?

h. WHAT IS THE PROCEDURE FOR STUDENT ADVISEMENT?

IX. SERVICE

a. IN ADDITION TO THE TEACHING FUNCTION, WHAT OTHER SERVICES ARE OFFERED BY THE STAFF OF THIS PROGRAM? FOR EXAMPLE, DOES THE STAFF HAVE A RESEARCH OR CONSULTANT FUNCTION, EITHER ON-CAMPUS OR OFF-CAMPUS?

APPENDIX IV

COURSE OUTLINE

A. Department: Health, Physical Education and Safety

B. Department and Course Number: HED 101
Course Title: Administration of School Health Programs
Course Text: School Health Practice, 5th Edition by C. L. Anderson

C. Semester Hours Credit: 3 Prerequisite(s): None

D. Objectives: Health Education: The preparation of health education teachers with sound concepts concerning health so that they may provide students with health knowledge and a scientific problem-solving approach for solving personal and community health problems.

Elementary Diversified Concentration:
1. To develop an understanding of the contribution of physical education activities to health and to general school achievement.
2. To develop an understanding of the type of activities which meet children's needs and interests at the various developmental stages.
3. To develop an awareness of the effects of the physical and psychological environment of the classroom upon the child.
4. To develop the ability of the teacher to direct health instruction toward improving children's habits, attitudes, and understandings related to their health and safety needs.

E. Competencies: Health Education: 1; 2; 3; 4; 6; 7; 8; 9; 10; 11; 12; 13; 14; 16; 17; 18; 19; 21; 22. page 69 Standards

Elementary Diversified Concentration: 1; 2; 3; 4; 5; 6. page 33 Standards

F. Rationale:

The health of individuals is a significant factor in determining the effectiveness and efficiency of the social institution, the school. Furthermore, that institution, taking into account both inherited and environmental characteristics, contributes singularly to the individual's health status. Ultimately; however, health is a result of individual self-chosen behavior. Consequently, this learning experience is designed to aid the prospective teacher gain health issue-related information and to develop the skill to use this information in determining decision-making instructional techniques for the elementary classroom.

The concept that the health status of any community has a great impact on the educational processes. Health affects the administration of learning and the ability of the individual to learn. Therefore, education as an institution obligates the teacher to aid students in evaluating, preventing, and attempting to care for, in an effective and efficient way, those health issues which have the potential of interfering with the educational process.

The significance of health as a foundational concept effecting the accomplishment of physical and intellectual goals has special impact in the elementary years. It is in the secondary and adult years then that these "building-blocks" of health develop and grow into full-blossom.

Traditionally, health education for teachers has too frequently been interpreted as a course designed to help the elementary teacher be knowledgeable about his own health problems and to teach a few health issues. Presently, the behaviorial objectives and competencies of health education focus in upon a learning experience structured to account for the totality of the school health program in the activities of the entire educational process.

G. Course Objectives:

To learn to make rational and intelligent decisions, based upon the most current health research information, which will result in favorable behavior as to the individual's potentialities to grow and develop.

1.0 The student shall be able to describe the characteristics of Health.

1.1 The Student shall be able to relate health to time.

1.2 The student shall be able to relate health to concepts of measurement and evaluation.

1.3 The student shall be able to relate health to the nature and nurture of man.

2.0 The student shall demonstrate consistency in personal decision making regarding health related issues.

2.1 The student shall be able to describe when his values are incongruent with various societal values regarding health related issues.

2.2 The student shall demonstrate consistency with his personal value system from one health related decision to another.

2.3 The student shall be able to relate his value system to his knowledge about health related issues.

3.0 The student shall analyze his value system's strength and weaknesses in terms of decision making for present and future health related issues.

3.1 The student shall determine the source of his value system.

3.2 The student shall be able to relate the relationship of his value system to behavioral alternatives regarding health decisions.

3.3 The student shall be able to explain when and why he would change his value system.

4.0 The student shall have at least a knowledge and comprehension level of cognitive skills regarding health related issues.

4.1 The student will be able to recognize health terms and valid evidence regarding health related issues.

4.2 The student shall be able to critique the basic rationale of advertisement regarding specific health related information and services.

5.0 The student shall be able to describe and select the appropriate sources of information and services in the community and the school regarding health related issues.

5.1 The student shall be able to explain the components of the total school health program.

5.2 The student shall be able to identify what health problems should be administered to by what community and school groups.

H. Course Competencies:

1.0 IDENTIFYING POSSIBLE HEALTH RELATED CHANGES IN STUDENTS.

1.1 Identifying the characteristics of the phenemenon called Health. i.e. as it relates to the child's physical environment.

1.2 Describing the characteristics of the term normalcy as it applies to the effect of physical environment upon learning.

1.3 Counseling parent and child as to the physical characteristics of the body which are usually reliable indicators of health status change.

1.4 Counseling parent and child as to the behavior characteristics which might indicate a health related problem.

2.0 RECOGNIZING CONTEMPORARY HEALTH RELATED ISSUES.

2.1 Acquiring a given knowledge and comprehension level of cognitive skill for given contemporary health related issues.

2.2 Interrelating physical and mental health issues to one another via expressing the issues in decision making terms.

2.3 Describing the significance of health issues as they relate to the mental and physical tasks from birth to death.

2.4 Evaluating health related information in terms of its utilization, credibility, power, and attractiveness.

3.0 MAINTAINING AN EDUCATIONAL HEALTH PERSPECTIVE REGARDING CLASSROOM AND GENERAL SCHOOL ACTIVITIES.

3.1 Justifying the existence of health education in the school.

3.2 Demonstrating the health concepts of worth and dignity for students.

3.3 Reacting to the outward manifestations of physical and behavioral characteristics rather than to the characteristics themselves.

3.4 Providing the appropriate learning experiences for the desired health educational outcomes.

3.5 Creating data gathering instruments, measuring with them and evaluating the results in terms of health norms and criteria.

3.6 Describing and facilitating group interaction regarding health related issues.

4.0 INFLUENCING STUDENT'S HEALTH RELATED BEHAVIOR

4.1 Demonstrating respect for the integrity of the human body.

4.2 Reacting non-judgementally when initially reacting to students' comments and feelings regarding controversial health issues.

4.3 Recommending services regarding health related issues.

4.4 Evaluating health related information in terms of usefulness for learning experiences.

4.5 Evaluating special health related programs which are brought to the school but originate from without the school.

5.0 DEMONSTRATING THE ABILITY TO INTERPRET THE SCHOOL HEALTH PROGRAM THROUGH TEACHER BEHAVIOR.

5.1 Demonstrating knowledge and comprehension levels of cognitive skills regarding the ethical and legal basis of the School Health Program.

5.2 Describing the teacher's relationship in terms of expectations and contributions for day to day behavior, to the three phases of the School Health Program; student health records, screening programs and integration of learning activities.

5.3 Analyzing a given situation or setting in terms of reducing errors which might cause physical injury or property damage.

5.4 Describing legal responsibility of the teacher regarding instructional and service aspects of school health.

6.0 PROVIDING LEARNING EXPERIENCES FOR THE ELEMENTARY TEACHER WITHIN A FRAMEWORK WHICH INCLUDES EMPHASIS UPON DEVELOPMENT OF DECISION-MAKING, VALUE CLARIFICATION, AND HUMAN INTERACTION ABILITIES.

6.1 Understanding techniques utilized to aid individuals in mastery of skills useful in decision-making.

6.1.1 Identifying and evaluating those variables which influence individual and group behavior.

6.1.2 Contriving simulated situations demanding consideration of risk potential in relation to behavior influencing variables when choosing alternative solutions to problems.

6.1.3 Formulating criteria useful in assessing probable outcomes of each alternative selected in decision-making processes.

6.2 Comprehending procedures necessary to formulate learning experiences designed to help persons clarify values.

6.2.1 Classifying social institutions that generate values and analyzes their influence on value selection.

6.2.2 Arranging experiences intended to determine the extent

that individuals prefer certain activities, associates, beliefs, and possessions.

6.2.3 Demonstrating ability to provide opportunities for comparing and contrasting personal value preferences in relation to social settings.

6.3 Possessing ability to facilitate interaction between and among persons and groups.

6.3.1 Identifying group structures which insure interacting behavior while preserving individuality of members.

6.3.2 Describing the dynamics and strategies applicable to accomplishment of tasks by group work methods.

6.3.3 Evaluating effectiveness of interaction within and between groups in terms of pre-stated goals, objectives, and patterns of work activities.